

RGS-IBG consultation response

Rose Review: Historical, Social and Geographical Understanding Programme of Learning

Link to Rose Review website: <http://www.dcsf.gov.uk/primarycurriculumreview/>

Link to programme of learning on which DCSF consulted:
<http://www.dcsf.gov.uk/primarycurriculumreview/downloads/historical-geographical-and-social-understanding.pdf>

The Society is the learned society and professional body for geography. Established in 1830, we advance geographical science and support its practitioners in education and research and with the public and policy makers.

We welcome the opportunity to respond to the consultation on the Rose Review. Below we have highlighted key comments and also made suggestions for amendments to the current draft (as track changes) for the area of understanding titled Historical, Geographical and Social Understanding.

We do feel that there need to be **significant clarifications and re-balancing** within the geography areas of learning, but that these can be achieved with relative ease. Our key points are given on the first page and are then exemplified through track changes in the text of the proposals themselves to illustrate how the changes we feel are required could easily be included. Our suggestions concern the geographical dimensions only and do not alter the overall balance of the proposals between the three areas of study.

Overall comments

These are all important points that reflect serious and justified concerns

1. **Clarity around spatial understanding.** One of Geography's major contributions to the curriculum is to support pupils 'spatial understanding' of their world. In short, it is helping them answer the questions of where is this place or environment/landscape, what is it like, why is it like that, and how does it compare with and link to other places. This geographical contribution is underrepresented in the curriculum proposals, and especially so when compared with the clear focus in history on chronology and the importance of understanding our world as integral to being responsible citizens.

2. **An appropriate balance of human and physical geography.** We feel that there is not the right balance between the physical and human aspects of geography in the proposals – the subject itself is equally balanced between the two. We note that many of the geographical examples currently focus broadly on the physical world. The Society believes a more appropriate balance needs to be struck and we have included a number of references to human geography and related case studies, and where required to 'environment'. These will also help to reinforce the 'sustainability' and the 'social understanding' aspects of this area of study.

3. **Clarity around scale.** Another major contribution of geography is in helping pupils use an understanding of *scale* – such as at the local, national and global levels – within their studies. Although the proposals identify opportunities for study at the local and global levels the specific term of 'scale' is not used and it should be introduced in the two sections Key Knowledge and Key Skills as suggested below. The national level also needs inclusion in appropriate places.

4. Terminology:

a. The term 'charts' is used in this section a number of times. In geographical usage this term refers to 'nautical charts', which we are sure is not the intention here and would be misleading. We infer the term is being used in relation to the illustration of information through graphs and diagrams? This needs clarification in the terminology.

b. We also suggest replacing the term 'remote locations' with a more appropriate term such as "beyond the neighbourhood of the school, elsewhere in the UK or abroad". Remote locations can be taken to mean just wilderness areas or areas with little or no links to the wider world; and we do not think you mean that in this instance. We note that this term is also used in the proposal for Scientific and Technological Understanding and we would suggest a similar change of wording.

5. **GIS.** We welcome the inclusion of pupils' use of GIS in the proposals and feel this commitment to the use of this cutting edge geographical ICT can be further strengthened.

6. **Fieldwork.** We wish to be assured that there is sufficient recognition of the need for meaningful geographical fieldwork in this area of study.

ROSE REVIEW DOCUMENT – WITH TRACK CHANGES on what changes RGS-IBG would like to see made...

The following track changes capture our concerns and suggestions for clarification and improvement using the current text as a basis.

NB: Original text taken from here <http://www.dcsf.gov.uk/primarycurriculumreview/downloads/historical-geographical-and-social-understanding.pdf> RGS-IBG have added annotations/comments where we feel there should be changes/additions etc.

Historical, geographical and social understanding

Learning in this area should include an appropriate balance of focused subject teaching and well-planned opportunities to use, apply and develop knowledge and skills across the whole curriculum.

Curriculum aims

This area of learning contributes to the achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

Why is this area of learning important?

This area of learning stimulates children's curiosity to investigate the world and their place within it.

Engaging children in questions about historic people, places and events helps them understand the present. Understanding people's geographical relationships with the physical and human environment helps them form ideas about how to live and prepare for the future. They learn about the impact of their own, and other's, actions on the planet and understand the importance of developing a future that is sustainable. Through exploring cultures, beliefs, faiths, values, human rights and responsibilities, children develop a deeper understanding of themselves and others, and a sense of identity and

Comment: Should this order not be alphabetical recognising equity between the three areas?

Comment: Suggested changes to aid clarity

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belonging, Geographical, historical and social understanding encourages children to interpret the world around them, from the local to the national and global scales. They become aware of how communities have developed and changed, how they are organised and shaped by people's values and actions, and how communities can live and work together. They begin to understand how events that happened long ago or are taking place today, in the UK or abroad, can affect our lives and how we can help shape the future. In these ways, children learn about similarities, differences, diversity and about our interdependent world. They learn about right and wrong, fairness and unfairness, justice and injustice. Their growing understanding helps them make sense of the world and prepares them to play an active role as informed, responsible citizens.

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Explanatory text:
(None)

1. Essential knowledge

Children should build secure knowledge of the following:

- how the present has been shaped by the past, through developing a sense of chronology, exploring change and continuity over time, and understanding why and where things happened
- where, how and why places and environments develop, how they can be sustained and how they may change in the future
- how identities develop, what we have in common, what makes us different and how we organize ourselves in communities and nations, and how we make decisions
- how people, places and environments are connected, and can be interdependent at a range of scales.

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2. Key skills

These are the skills that children need to learn to make progress:

- undertake investigations and enquiries, using various methods, media and sources and fieldwork
- compare, interpret and analyse different types of evidence from a range of sources
- present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques (A)
- consider, respond to and debate alternative viewpoints² in order to take informed and responsible action.

Explanatory text:

1. This includes carrying out visits and fieldwork, creating and using maps at a range of scales (including using Ordnance Survey maps of the local area), films, and artefacts, and using digital information such as geographical information systems (GIS), local census and weather data, databases and the internet.

(A) Through speaking and listening, in text, graphs and by drawing and using maps.

2. Including using ICT to consider viewpoints from people in who live beyond the neighbourhood of the school, elsewhere in the UK or abroad.

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3. Breadth of learning

- The range of learning should encompass local, national and global scales and contexts, through which children should learn about the ways people, communities, places and environments have changed over time, and how they are interconnected.
- Through the study of people and communities, children should find out about the main political and social institutions that affect their lives. They should have opportunities to find out about issues and take action to improve things in their communities and make a positive contribution to society. They should engage with different representatives from the community³. Children should explore issues of justice, rights and responsibilities in their own contexts, as well as issues affecting the wider world.

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c. The study of present should include geographical aspects of the local, national and world contexts. Children should use fieldwork, first-hand experience and secondary sources⁴ to locate and investigate the geographical features of a range of places and environments, including their own locality, a contrasting area in the UK and a locality in another country. Children should learn about, and develop informed views and opinions on, local, national and global issues such as migration, sustainability, changes in land use, poverty, economic change, social and cultural diversity and recycling - and their impact on people, places and environments. They should develop and extend local, national and global links through the use of appropriate ICT⁵.

d. The study of the past should include aspects of local, British and world history. Children should have opportunities to study the past in outline and in depth, covering different societies and periods of history from ancient times to modern day. They should use dates and vocabulary concerned with the passing of time, placing events, people and changes within a broad chronological framework. Children should use a range of sources of information⁶ and visit historic buildings, museums, galleries and sites.

Explanatory text:

3. Including those in business, public and voluntary sectors.

4. Including maps (including Ordnance Survey maps), charts graphs, globes, GIS and ICT, film, books and devices such as weather data loggers.

5. Such as email, video conferencing and podcasting.

6. Such as documents, printed sources, pictures, photographs, artefacts, databases and ICT-based sources including using data handling software to collate, analyse and present data.

4. Curriculum progression

The overall breadth of learning should be used when planning curriculum progression. Children should be taught:

Early⁷

E1. to find out about the key human and physical features of their own locality⁸, its location in the UK, and how it has changed over time

E2. to explore how people's ways of life, including their own, change with location and time⁹

E3. about the links between their locality and other places in the UK and beyond¹⁰

E4. to find out about the lives of significant people and events from the past and the present¹¹

E5. to investigate issues, express views and take part in decision-making activities to improve their immediate environment or community¹²

E6. to use the internet and other digital sources and simulations to find out about significant issues, events and people, and to explore remote distant and contrasting places.

E7. the importance of rules and to recognise the difference between right and wrong and what is fair and unfair.

Explanatory text:

7. Each area of learning should build on children's experiences and development in the Early Years Foundation Stage to ensure continuity of curriculum provision and their continuing progress.

8. Examples of physical features include rivers, hills, valleys, coastlines; human features include roads, shops, buildings, villages and towns, and economic and leisure facilities; community features include police, community leaders or mayor.

9. This includes changes to life at school, work, leisure, home and the social and cultural diversity of communities.

10. This includes physical communication, trade and movement of people or ideas.

11. For example, people such as explorers, inventors, rulers, and events that are commemorated, other events that are significant to the children's own lives.

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12. This involves working with others to explore issues of similarity and difference, right and wrong, fairness and rules, and making simple decisions within their group, class or school.

Middle

M1. how identities, communities, places, environments, cultures and traditions have changed and are changing over time and over space

M2. to identify patterns in communities, places, landscapes and past events by searching for and locating information using keywords, and carrying out searches, fieldwork, and surveys¹³.

Citizenship

M3. to understand how people can take actions and have a say in what happens locally and nationally¹⁴

M4. to consider issues affecting communities, and reflect on the impact of people's actions on others and the environment¹⁵

M5. to understand why laws are made and how they are applied justly¹⁶.

Geography

M6. where significant places are located in the UK, Europe and the wider world¹⁷

M7. to identify why places and environments are like they are and the similarities and differences between places and environments, and understand how they are linked¹⁸

M8. to appreciate the relationship between the physical, built, economic and social environments and how they change

M9. how different ways in which people live around the world sometimes have consequences for the environment and the lives of others on both local and global scales.

History

M10. to explore the different ways we can find out about the past and how to understand the evidence¹⁹

M11. how significant events, developments or individuals and groups have influenced their locality, the UK and beyond²⁰ in the recent and distant past

M12. about the movement and settlement of people in different periods of British history, and the impact these have had²¹.

Explanatory text:

13. Including using data handling software to collate and analyse data.

14. This includes learning simple features of democracy and how decisions can be made through elections and voting, campaigning, debate and raising awareness of issues including the use of ICT to extend the reach of such activities.

15. This includes learning about rights and needs humans have and how rules and laws can protect rights and the environment.

16. This includes issues about right and wrong, why we need laws, the consequences of crime and anti-social behaviour for communities and the role of the police in protecting people.

17. Significant places to be located, should include the pupils home locality, the countries and major cities that make up the UK, the EU, major countries and cities of the world, the major oceans, rivers and mountain ranges, alongside the locations of key places that are studied in other relevant areas of the curriculum, such as in literature, science and art.

18. This includes a study the physical and human geography of their own locality, a contrasting locality in the UK and a different locality in another country.

19. This includes primary and secondary sources, artefacts documents, photographs, film, accounts – not all sources of evidence are as reliable as others and the past has been represented and interpreted in different ways, including on-line sources.

Comment: The inclusion of places and environments/landscapes in both M1 and M2 is **essential** for the framework of geography at the M stage; as is reference to space along with that of time.

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20. For example, the building of castles, the plague, industrialisation, or the work of a well-known local person and their effect on the local area and beyond.

21. For example, the impact of the invasion and settlement of the Romans, Anglo-Saxons, Vikings, Normans or more recent immigration.

Later

L1. how societies have been organised and governed in different ways and at different times, including the present²²

L2. to distinguish between fact and opinion and make choices about sources of on-line information to find out about communities, locations, environments and events

L3. to investigate and understand local, national and global issues, including by using ICT to analyse and process data²³.

Citizenship

L4. how rights need to be balanced to protect individuals and communities from injustice²⁴

L5. to engage actively with democratic processes, and address issues of concern to them through their actions and decision making²⁵

L6. that communities and the people within them are diverse, changing and interconnected

L7. to consider how people can live and work together to benefit their communities.

Geography

L8. a range of geographical processes that cause change in the physical and human world in different places²⁶

L9. how human patterns and distributions are influenced by both human and physical processes, and can be illustrated through the use of GIS (B)

L10. about the factors that affect weather, climate and the water cycle

L11. ways in which environments can be managed sustainably and why this is important now and in the future.

History

L12. the characteristic features of and changes within two key periods of history that were significant to the locality and the UK²⁷

L13. the effects of economic, technological and scientific developments on the UK and the wider world over time²⁸

L14. to understand the broad chronology of major events in the UK, and some key events in the wider world, from ancient civilizations to the present day, and to locate within this the periods, events and changes they have studied.

Explanatory text:

22. This includes how different societies in the past were ruled as well as key features of local and national government in the UK today. The study of the UK today could include what the local councillor or MP does to represent people and the role of the local council and parliament. Often this includes learning through practical participation, for example, in the student council.

23. Including weather and GIS data, and the use of local census data to understand the social and cultural nature of their community.

24. Examples of rights and responsibilities might include: at school, the right to learn and responsibility not to disrupt other children from learning; in the neighbourhood, the right to be safe, including from discrimination, and responsibility not to hurt others physically or emotionally.

25. Democratic and responsible actions could be within the class, school or wider community and might include taking part in a debate on an issue affecting the community, voting in a class or school election, raising awareness about issues of concern and trying to improve the environment for others.

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26. ~~Such as the impact and patterns of climate, erosion and deposition, migration, changes in the use of land, and social and economic changes.~~

(B) with particular reference to places of relevance to the school

27. As well as British history, one of the periods studied could be taken from European or world history.

28. For example, the impact of changes in transport and technology in the last 200 years: the development and impact of roads, canals and railways in the eighteenth and nineteenth centuries; car manufacture and developments in aviation in the twentieth centuries; the impact of changes in transport on the local area.

5. Cross-curricular studies

Children should have opportunities:

- to develop and apply skills of literacy, numeracy and ICT, particularly through reading and analysing historical documents, using contemporary maps, charts, graphs, survey and measurements in fieldwork, and interrogating databases of information about people and services
- to extend their personal, emotional and social development, particularly by learning to work collaboratively with others in community activities to improve the environment and to carry out first-hand investigations in their locality
- to enhance their historical, geographical and social understanding through making links to other areas of learning and to wider issues of interest and importance, particularly through linking studies of sustainability to the impact of choices in economic wellbeing, linking studies of the material impact of geographical process such as the properties of rock and erosion, to the study of forces and materials in science, through supporting understanding of the similarities and differences in everyday life in languages, and staying safe in their local area and linking studies of laws and justice to notions of rights and fairness in personal wellbeing.

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Steve Brace
Head of Education

Dr Rita Gardner
Director

22.07.09

Consultation response from the Royal Geographical Society (with IBG) to the Rose Review of the Primary Curriculum

The Society is the learned society and professional body for geography. Established in 1830, we advance geographical science and support its practitioners in education and research and with the public and policy makers.

We welcome the opportunity to respond to the consultation on the Rose Review. Below we have highlighted key comments and also made suggestions for amendments to the current draft (as track changes) for the area of understanding titled Historical, Geographical and Social Understanding.

We do feel that there need to be **significant clarifications and re-balancing** within the geography areas of learning, but that these can be achieved with relative ease. Our key points are given on the first page and are then exemplified through track changes in the text of the proposals themselves to illustrate how the changes we feel are required could easily be included. Our suggestions concern the geographical dimensions only and do not alter the overall balance of the proposals between the three areas of study.

Key comments

These are all important points that reflect serious and justified concerns

1. Clarity around spatial understanding. One of Geography's major contributions to the curriculum is to support pupils 'spatial understanding' of their world. In short, it is helping them answer the questions of where is this place or environment/landscape, what is it like, why is it like that, and how does it compare with and link to other places. This geographical contribution is underrepresented in the curriculum proposals, and especially so when compared with the clear focus in history on chronology and the importance of understanding our world as integral to being responsible citizens.

2. An appropriate balance of human and physical geography. We feel that there is not the right balance between the physical and human aspects of geography in the proposals – the subject itself is equally balanced between the two. We note that many of the geographical examples currently focus broadly on the physical world. The Society believes a more appropriate balance needs to be struck and we have included a number of references to human geography and related case studies, and where required to 'environment'. These will also help to reinforce the 'sustainability' and the 'social understanding' aspects of this area of study.

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b. We also suggest replacing the term 'remote locations' with a more appropriate term such as "beyond the neighbourhood of the school, elsewhere in the UK or abroad". Remote locations can be taken to mean just wilderness areas or areas with little or no links to the

wider world; and we do not think you mean that in this instance. We note that this term is also used in the proposal for Scientific and Technological

Understanding and we would suggest a similar change of wording.

5. **GIS.** We welcome the inclusion of pupils' use of GIS in the proposals and feel this commitment to the use of this cutting edge geographical ICT can be further strengthened.

6. **Fieldwork.** We wish to be assured that there is sufficient recognition of the need for meaningful geographical fieldwork in this area of study.

The following track changes capture our concerns and suggestions for clarification and improvement using the current text as a basis.

Historical, geographical and social understanding

Learning in this area should include an appropriate balance of focused subject teaching and well-planned opportunities to use, apply and develop knowledge and skills across the whole curriculum.

Comment: Should this order not be alphabetical recognising equity between the three areas?

Curriculum aims

This area of learning contributes to the achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

Why is this area of learning important?

This area of learning stimulates children's curiosity to investigate the world and their place within it.

Comment: Suggested changes to aid clarity

Engaging children in questions about historic people, places and events helps them understand the present. Understanding people's geographical relationships with the physical and human environment helps them form ideas about how to live and prepare for the future. They learn about the impact of their own, and other's, actions on the planet and understand the importance of developing a future that is sustainable. Through exploring cultures, beliefs, faiths, values, human rights and responsibilities, children develop a deeper understanding of themselves and others, and a sense of identity and belonging. Geographical, historical and social understanding encourages children to interpret the world around them, from the local to the national and global scales. They become aware of how communities have developed and changed, how they are organised and shaped by people's values and actions, and how communities can live and work together. They begin to understand how events that happened long ago or are taking place today, in the UK or abroad, can affect our lives and how we can help shape the future. In these ways, children learn about similarities, differences, diversity and about our interdependent world. They learn about right and wrong, fairness and unfairness, justice and injustice. Their growing understanding helps them make sense of the world and prepares them to play an active role as informed, responsible citizens.

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Explanatory text:

(None)

1. Essential knowledge

Children should build secure knowledge of the following:

- a. how the present has been shaped by the past, through developing a sense of chronology, exploring change and continuity over time, and understanding why and where things happened

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b. where, how and why places and environments develop, how they can be sustained and how they may change in the future

c. how identities develop, what we have in common, what makes us different and how we organize ourselves in communities and nations, and how we make decisions
 d. how people, places and environments are connected, and can be interdependent at a range of scales.

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2. Key skills

These are the skills that children need to learn to make progress:

- a. undertake investigations and enquiries, using various methods, media and sources1 and fieldwork
- b. compare, interpret and analyse different types of evidence from a range of sources
- c. present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques (A)
- d. consider, respond to and debate alternative viewpoints2 in order to take informed and responsible action.

Explanatory text:

1. This includes carrying out visits and fieldwork, creating and using maps at a range of scales (including using Ordnance Survey maps of the local area), films, and artefacts, and using digital information such as geographical information systems (GIS), local census and weather data, databases and the internet.

(A) Through speaking and listening, in text, graphs and by drawing and using maps.

2. Including using ICT to consider viewpoints from people in who live beyond the neighbourhood of the school, elsewhere in the UK or abroad.

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3. Breadth of learning

- a. The range of learning should encompass local, national and global scales and contexts, through which, children should learn about the ways people, communities, places and environments have changed over time, and how they are interconnected.
- b. Through the study of people and communities, children should find out about the main political and social institutions that affect their lives. They should have opportunities to find out about issues and take action to improve things in their communities and make a positive contribution to society. They should engage with different representatives from the community3. Children should explore issues of justice, rights and responsibilities in their own contexts, as well as issues affecting the wider world.

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c. The study of present should include geographical aspects of the local, national and world contexts. Children should use fieldwork, first-hand experience and secondary sources4 to locate and investigate the geographical features of a range of places and environments, including their own locality, a contrasting area in the UK and a locality in another country. Children should learn about, and develop informed views and opinions on, local, national and global issues such as migration, sustainability, changes in land use, poverty, economic change, social and cultural diversity and recycling - and their impact on people, places and environments. They should develop and extend local, national and global links through the use of appropriate ICT.5.

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Explanatory text:

- 3. Including those in business, public and voluntary sectors.
- 4. Including maps (including Ordnance Survey maps), charts graphs, globes, GIS and ICT, film, books and devices such as weather data loggers.
- 5. Such as email, video conferencing and podcasting.

6. Such as documents, printed sources, pictures, photographs, artefacts, databases and ICT-based sources including using data handling software to

collate, analyse and present data.

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4. Curriculum progression

The overall breadth of learning should be used when planning curriculum progression. Children should be taught:

Early7

E1. to find out about the key human and physical features of their own locality8, its location in the UK, and how it has changed over time

E2. to explore how people's ways of life, including their own, change with location and time9

E3. about the links between their locality and other places in the UK and beyond10

E4. to find out about the lives of significant people and events from the past and the present11

E5. to investigate issues, express views and take part in decision-making activities to improve their immediate environment or community12

E6. to use the internet and other digital sources and simulations to find out about significant issues, events and people, and to explore remote distant and contrasting places.

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E7. the importance of rules and to recognise the difference between right and wrong and what is fair and unfair.

Explanatory text:

7. Each area of learning should build on children's experiences and development in the Early Years Foundation Stage to ensure continuity of curriculum provision and their continuing progress.

8. Examples of physical features include rivers, hills, valleys, coastlines; human features include roads, shops, buildings, villages and towns, and economic and leisure facilities; community features include police, community leaders or mayor.

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11. For example, people such as explorers, inventors, rulers, and events that are commemorated, other events that are significant to the children's own lives.

12. This involves working with others to explore issues of similarity and difference, right and wrong, fairness and rules, and making simple decisions within their group, class or school.

Middle

M1. how identities, communities, places, environments, cultures and traditions have changed and are changing over time and over space

M2. to identify patterns in communities, places, landscapes and past events by searching for and locating information using keywords, and carrying out searches, fieldwork and surveys13.

Comment: The inclusion of places and environments/landscapes in both M1 and M2 is essential for the framework of geography at the M stage; as is reference to space along with that of time.

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Citizenship

M3. to understand how people can take actions and have a say in what happens locally and nationally14

M4. to consider issues affecting communities, and reflect on the impact of people's actions on others and the environment15

M5. to understand why laws are made and how they are applied justly16.

Geography

M6. where significant places are located in the UK, Europe and the wider world17

M7. to identify why places and environments are like they are and the similarities and differences between places and environments, and understand how they are linked18

M8. to appreciate the relationship between the physical, built, economic and social environments and how they change

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M9. how different ways in which people live around the world sometimes have consequences for the environment and the lives of others on both local and global scales.

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History

M10. to explore the different ways we can find out about the past and how to understand the evidence¹⁹

M11. how significant events, developments or individuals and groups have influenced their locality, the UK and beyond²⁰ in the recent and distant past

M12. about the movement and settlement of people in different periods of British history, and the impact these have had²¹.

Explanatory text:

13. Including using data handling software to collate and analyse data.

14. This includes learning simple features of democracy and how decisions can be made through elections and voting, campaigning, debate and raising awareness of issues including the use of ICT to extend the reach of such activities.

15. This includes learning about rights and needs humans have and how rules and laws can protect rights and the environment.

16. This includes issues about right and wrong, why we need laws, the consequences of crime and anti-social behaviour for communities and the role of the police in protecting people.

17. Significant places to be located should include the pupils home locality, the countries and major cities that make up the UK, the EU, major countries and cities of the world, the major oceans, rivers and mountain ranges, alongside the locations of key places that are studied in other relevant areas of the curriculum, such as in literature, science and art.

18. This includes a study the physical and human geography of their own locality, a contrasting locality in the UK and a different locality in another country.

19. This includes primary and secondary sources, artefacts documents, photographs, film, accounts – not all sources of evidence are as reliable as others and the past has been represented and interpreted in different ways, including on-line sources.

20. For example, the building of castles, the plague, industrialisation, or the work of a well-known local person and their effect on the local area and beyond.

21. For example, the impact of the invasion and settlement of the Romans, Anglo-Saxons, Vikings, Normans or more recent immigration.

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Later

L1. how societies have been organised and governed in different ways and at different times, including the present²²

L2. to distinguish between fact and opinion and make choices about sources of on-line information to find out about communities, locations, environments and events

L3. to investigate and understand local, national and global issues, including by using ICT to analyse and process data²³.

Citizenship

L4. how rights need to be balanced to protect individuals and communities from injustice²⁴

L5. to engage actively with democratic processes, and address issues of concern to them through their actions and decision making²⁵

L6. that communities and the people within them are diverse, changing and interconnected

L7. to consider how people can live and work together to benefit their communities.

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Geography

L8. a range of geographical processes that cause change in the physical and human world in different places²⁶

L9. how human patterns and distributions are influenced by both human and physical processes, and can be illustrated through the use of GIS (B)

L10. about the factors that affect weather, climate and the water cycle

L11. ways in which environments can be managed sustainably and why this is important now and in the future.

History

L12. the characteristic features of and changes within two key periods of history that were significant to the locality and the UK27

L13. the effects of economic, technological and scientific developments on the UK and the wider world over time28

L14. to understand the broad chronology of major events in the UK, and some key events in the wider world, from ancient civilizations to the present day, and to locate within this the periods, events and changes they have studied.

Explanatory text:

22. This includes how different societies in the past were ruled as well as key features of local and national government in the UK today. The study of the UK today could include what the local councillor or MP does to represent people and the role of the local council and parliament. Often this includes learning through practical participation, for example, in the student council.

23. Including weather and GIS data, and the use of local census data to understand the social and cultural nature of their community.

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24. Examples of rights and responsibilities might include: at school, the right to learn and responsibility not to disrupt other children from learning; in the neighbourhood, the right to be safe, including from discrimination, and responsibility not to hurt others physically or emotionally.

25. Democratic and responsible actions could be within the class, school or wider community and might include taking part in a debate on an issue affecting the community, voting in a class or school election, raising awareness about issues of concern and trying to improve the environment for others.

26. Such as the impact and patterns of climate, erosion and deposition, migration, changes in the use of land, and social and economic changes.

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27. As well as British history, one of the periods studied could be taken from European or world history.

28. For example, the impact of changes in transport and technology in the last 200 years: the development and impact of roads, canals and railways in the eighteenth and nineteenth centuries; car manufacture and developments in aviation in the twentieth centuries; the impact of changes in transport on the local area.

5. Cross-curricular studies

Children should have opportunities:

a. to develop and apply skills of literacy, numeracy and ICT, particularly through reading and analysing historical documents, using contemporary maps, charts, graphs, survey and measurements in fieldwork, and interrogating databases of information about people and services

b. to extend their personal, emotional and social development, particularly by learning to work collaboratively with others in community activities to improve the environment and to carry out first-hand investigations in their locality

c. to enhance their historical, geographical and social understanding through making links to other areas of learning and to wider issues of interest and importance, particularly through linking studies of sustainability to the impact of choices in economic wellbeing, linking studies of the material impact of geographical process such as the properties of rock and erosion, to the study of forces and materials in science, through supporting understanding of the similarities and differences in everyday life in languages, and staying safe in their local area and linking studies of laws and justice to notions of rights and fairness in personal wellbeing.

Steve Brace
Head of Education

Dr Rita Gardner
Director

22.07.09

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